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ABSTRACT

The yearning and earning field tested unit for fourth graders was designed to help learners analyze the domestic situation of a home in terms of what is available, what is needed, and how all these are provided for within the community. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resources profile. Lesson topics are: community services, public and private services, planning a new community, expenses, planning a budget, and reasons for saving. The six lessons take a total of nine hours and provide large and small group and individual activities. Each lesson is presented under the headings of: resources required, instructor preparation tasks, instructional procedures (introduction, tasks, and summary), assessment procedures and tools, and worksheets. An instructional strategy guide (covering discussions, guest speakers, questioning, and role-playing) and a six-item bibliography are appended. (BP)

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YEARNINGS AND EARNING

FOURTH GRADE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 004 718

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ARIZONA DEPARTMENT OF EDUCATION

REVISED
1975

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Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

This instructional unit, which relates to the Arizona Career Education outcomes, has been field tested in the State of Arizona. A detailed report of the field test results is available upon request.

This unit is a suggested procedure. Future users of the unit should review the unit in its entirety paying particular attention to the content of each activity and noting when, during their teaching year, it is best to be taught. Feel free to adapt it to meet the needs of your particular students and situation.

The following are suggestions made by the field test teachers:

1. Redo the maps.
2. Review the assessment for Lesson 5 - it may be too difficult.
3. Look into the possibility of using videotape interviews.
4. Some fourth graders may find the unit too advanced.
5. Unit integrates well with social studies curriculum.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

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UNIT DESIGN

Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Concepts

The concepts of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these concepts be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

Performance Objectives

The performance objectives are derived from the concepts and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objective and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.

TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.

SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

Resources

Instructional resources (materials or equipment) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

Assessment Procedures

The purpose of the assessment procedures is to determine the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

Instructional Strategy Guides

The unit contains several types of instructional strategies: role playing, discussion, questioning, and guest speakers. Instructor guides for these strategies are presented in the Appendix, with specific references given in the lessons. A *Unit Content Strategy Profile*, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

Purpose Of This Unit

The primary purpose of this unit is to help the learners analyze the domestic situation of a home in terms of what is available, what is needed, and how all these are provided for within the community.

Emphasis is placed on the learner's understanding of planned and unplanned expenses and the need for budgeting money to meet the expenses of a home.

Intended Use Of This Unit

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development. It represents only an early developmental effort. It is anticipated that the unit will be extensively revised based on data collected through classroom utilization. In order for useful revision data to be collected, it is essential that the unit be taught in a manner consistent with the developer's intent.

GRADE PLACEMENT

This unit has been written to be primarily used at the fourth grade level.

SUBJECT AREA

All of the lessons in the unit are related to the social studies curriculum. Experiences are also provided that relate to the areas of art (Lesson 3) and math (Lessons 5 & 6).

DURATION

The lessons within the unit have been written to provide a total of nine hours instructional time.

GROUPING

The unit lends itself to varied types of grouping. There are provisions for large groups, small groups, and individual activities.

PREPARING TO TEACH THIS UNIT

Two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Read the total unit and obtain resource materials before beginning.

Read each strategy in the appendix.

A guest speaker is needed for Lesson 6. Read Lesson 6 and request an employee from a bank to come discuss the points mentioned.

Lesson 6 is divided into two sessions. The first session is to prepare the learners for the speaker. The second session is the actual appearance of the speaker.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	90 min.	Identification of community services	Discussion Brainstorming
2	90 min.	Identification of public services and private services	Discussion Questioning
3	90 min.	Identification of public services involved in a community	Discussion Questioning Mural making
4	90 min.	Identification of expected and unexpected expenses	Game
5	90 min.	Identification of ways to plan a budget	Role playing Case analysis Questioning
6	90 min.	Identification of reasons and ways for saving	Discussion Guest speaker

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Assessment item	Dictionaries Large drawing paper
2	Worksheet: *Map of Services* Transparency master: *Services and Sources* Assessment item	Crayons Overhead projector
3	Assessment item	Crayons Butcher paper for mural Construction paper or newsprint (optional)
4	*Game Cards* *Game Cards Key* *Instructor Game Card Rules* *Learner Game Card Rules* Assessment item	

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
5	*Mini-Situation 1*	
	Mini-Situation 2	
	Mini-Situation 3	
	Role-Playing Strategy (Appendix)	
	Assessment item	
6	*Sample Thank You Letter*	Guest speaker
	Guest Speaker Strategy (Appendix)	8½" x 11" writing paper
	Assessment item	

INSTRUCTIONAL SEQUENCE

COMMUNITY SERVICES

LESSON ONE

CONCEPT

Identification of community services

PERFORMANCE OBJECTIVE

Given a definition of the terms community and services, the learner will identify three services within that community.

LESSON TIME

90 minutes

NEW VOCABULARY

Community - the people of any town

Service - a helpful act; being useful to others

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	Dictionaries
	Large drawing paper

Instructor Preparation Tasks

Obtain a sufficient supply of dictionaries for learners' use.

Acquire a large piece of drawing paper for each learner.

Duplicate one copy of the assessment item for each learner.

Instructional Procedures

INTRODUCTION

Inform the learners that they will be learning about their community and how they help pay for the services in their community. Explain that their families help pay for their community and to be able to do this, they need to learn how to use their money correctly.

Inform the learners that today they will be learning about the different types of services their family supports in their community.

Discuss with the learners the terms community and services. A *community* is a group of people who live in any town. A *service* is a helpful act or an act that is useful to others. Have the learners look up the definitions in the dictionaries before the discussion begins.

Possible definitions:

Community

1. *A group of people with a common characteristic or interest living together.*
2. *A unitified body of individuals.*
3. *The people with common interests living in a particular area.*

Service

1. *A helpful act; being useful to others*
2. *To perform services for repair or provide maintenance for a product*
3. *A contribution for the welfare of others*

Have the learners give examples of a community.

Possible responses:

1. *The name of their town or city.*
2. *The name of a town or city nearby.*
3. *The name of a town or city they have visited.*

Explain to the learners that they will now learn about some services offered in their community.

TASKS

Have the learners name a service within their community. Write the responses of the learners on the chalkboard.

Desired responses:

1. *Garbage collection*
2. *Water*
3. *Electricity*
4. *Gas*
5. *Roads*
6. *Schools*
7. *Parks and recreation*
8. *Police protection*
9. *Fire protection*
10. *Sewer*
11. *Grocery store*
12. *Transportation*
13. *Television repair*
14. *Medical*
15. *Banks*
16. *Auto repair*
17. *Entertainment*
18. *Food preparation*
19. *Department stores*

Lead the learners to these responses by making suggestions if necessary. Instruct each learner to draw a picture showing one of these community services. Assign one service to each learner. Distribute a large piece of drawing paper to each learner. Instruct the learners to make their pictures cover the entire piece of paper. Have the learners label the pictures with the appropriate title. Hang the pictures on a bulletin board or any other convenient place.

SUMMARY

After completion of the activity review the terms community and service. Explain to the learners that in the next lesson they will learn how their family pays for services in the community.

Assessment Procedures

DESCRIPTION

A completion item is used to assess the learners' achievement of the objective.

DIRECTIONS

Each learner will read the item and record his responses. Assistance with vocabulary may be given by the instructor.

KEY

Three of the following:

1. Garbage collection
2. Water
3. Electricity
4. Gas
5. Roads
6. Schools
7. Parks and recreation
8. Police protection
9. Fire protection
10. Sewer
11. Grocery store
12. Transportation
13. Television repair
14. Medical
15. Banks
16. Auto repair
17. Entertainment
18. Food preparation
19. Department stores

Name_____

Date_____

Lesson 1

ASSESSMENT ITEM

A community service is a product or help given by others to the people living in a town. List three community services.

1._____

2._____

3._____

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PUBLIC AND PRIVATE SERVICES

LESSON TWO

CONCEPT

Identification of public services and private services

PERFORMANCE OBJECTIVE

Given a list of community services, the learner will select those that are public services and those that are private services.

LESSON TIME

90 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Map of Services* Transparency master: *Services and Sources* Assessment item	Crayons (blue and red) Overhead projector

INSTRUCTOR PREPARATION TASKS

Duplicate the following items for each learner:

1. *Map of Services*
2. Assessment item

Prepare the transparency *Services and Sources*.

Obtain an overhead projector.

Acquire a blue and red crayon for each learner.

Instructional Procedures

INTRODUCTION

Remind the learners that in the last lesson they learned about community services, and they made posters for those services.

Inform the learners that in today's lesson they will learn about the difference between public services and private services.

TASKS

Explain to the learners that every service within the community must have money to be able to continue to provide that service.

Inform the learners that some services are paid for by everyone in the community, and some services are private and only a few people pay for these services.

Show the transparency *Services and Sources*. Explain to the learners that this list shows those services that are paid for by everyone and those services that are paid for by only a few people.

Have the learners select the services that are paid for by everyone. Then have them select those that are paid for privately. Encourage discussion as to why they made their selection. Bring out the following points in the discussion.

Public services:

1. Usually provided by only one company such as electricity, telephone, gas, etc.
2. Payments usually made directly to a company, and the company pays the employees.

Also discuss where the money comes from such as taxes, donations, fines, etc.

Continue the discussion by pointing out the following:

Private services:

1. Payments made directly to a person performing the service.
2. Many companies doing similar work such as a gas station, auto repair, etc.

Explain to the learners that now they will receive a map. Tell them there are names of different kinds of services on this map. Ask them to color with a red crayon all the services on the map that are public services and color the services that are private with a blue color. Remind them to refer to the chart they did on community services and private services.

SUMMARY

Review the map with the learners. Review the terms public services and private services. Inform the learners that in the next lesson they will continue to discover the many public services that are involved in a community by planning a new community.

Assessment Procedures

DESCRIPTION

A short-answer item is used to assess the achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

1. Private
2. Private
3. Public
4. Private
5. Public
6. Public

Name _____

Date _____

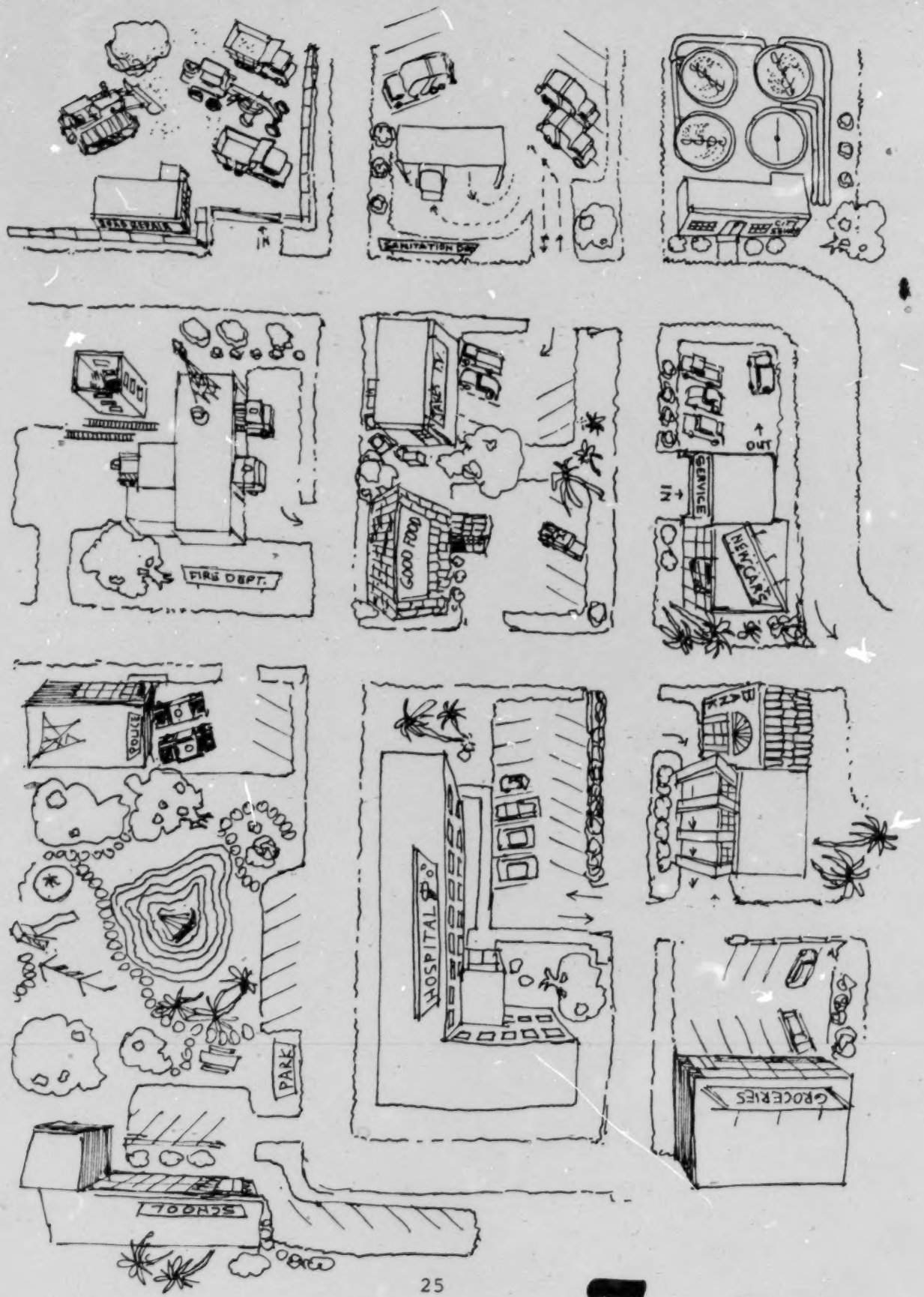
Lesson 2

ASSESSMENT ITEM

Write the word public or private next to the service in the community.

1. Banking _____
2. Insurance _____
3. Sanitation _____
4. Automobile sales _____
5. Telephone service _____
6. Park and playgrounds _____

MAP OF SERVICES



SERVICES AND SOURCES

Public Services

1. Sewer
2. Sanitation and garbage collection
3. Road repair
4. Police protection
5. Fire protection
6. Schools
7. Parks and recreation areas

Private Services

1. Distribution of food
2. Television repair
3. Food preparation
4. Banking service
5. Car repair
6. Entertainment
7. Medical care

PLANNING A NEW COMMUNITY

LESSON THREE

CONCEPT

Public services involved in a community

PERFORMANCE OBJECTIVE

Given the task of planning a new community, the learner will name public services needed.

LESSON TIME

90 minutes

NEW VOCABULARY

Interdependency - people depending on one another for certain services

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	Crayons
	Butcher paper for mural
	Construction paper or newsprint (optional)

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Instructor Preparation Tasks

Acquire a sufficient amount of butcher paper and crayons for learners' use.

Duplicate a copy of the assessment item for each learner.

Instructional Procedures

INTRODUCTION

In the last lesson the learners identified both public and private services that are involved in community living. In this lesson they will discover further the importance of public services by planning a new community.

Involve the class in a discussion about public services by asking them the following questions:

1. *How does water get into your home?*

   Possible responses:

   a. *Pipes*
   b. *Faucets*
   c. *Tunnels of water pipes*

2. *How does gas for cooking and heating get into your home?*

   Possible responses:

   a. *Through pipes*
   b. *Through a hook-up to the stove*

3. *How are electric and telephone services provided in your home?*

   a. *Wires*
   b. *Cables*

4. *By what means are the services of the police, fireman, and garbage collector delivered?*

   a. *Automobile*
   b. *Truck*
   c. *Telephone*
   d. *Personal contact*

Explain to the learners that they are going to be working in groups to plan a model community. Divide the class into groups of five, and explain to them that they are to pretend that they are city planners, and they must come up with a plan for a model city. They must consider the public services that must be included so that the city can meet the needs of its people. Remind them to consider those services that were discussed in the first two lessons.

Allow the groups ten to fifteen minutes to plan for their model community. Be sure to tell them to write down their suggestions. After they have completed their lists, have the learners return to their seats.

Discuss the learners' suggestions with the whole class and list the best suggestions on the board. Each group may have different ideas and suggestions, so all should be considered. However, one master list should be composed including the following public services:

1. Water
2. Electricity
3. Telephone
4. Fire protection
5. Police protection
6. Sanitation

Explain to the learners that in any community people, workers, and companies depend on one another. They are interdependent. *Interdependency* means that people must depend upon one another for certain services. For example, the telephone company provides telephone service but without the electric company no telephones could be used. Ask the learners to think of other situations where people depend upon each other for services.

Possible responses:

1. *Firemen depend upon the water company to provide water to use in fighting fires.*
2. *Businessmen and housewives depend upon the sanitation department to remove their garbage.*
3. *Citizens in a community depend upon policemen for protection.*

After this discussion tell the learners that they are going to be drawing a model community on a large piece of butcher paper. They should remember the definition of interdependency as they work together.

Allow the learners time to draw their model community. The paper could be placed on the floor or on a bulletin board depending upon the arrangement of the classroom. Some learners may want to outline the buildings, streets, etc., while others may want to color in the drawings. As an option, the instructor may wish to group the learners and assign each group to illustrate a specific service including buildings, workers, and equipment. These illustrations can be cut out and arranged on a larger piece of paper to display the model community.

When the model city is complete, display the drawings or mural in the classroom.

SUMMARY

Review with the learners the need for public services and also the term interdependency. Explain to them that in the next lesson they will be introduced to two types of expenses - expected and unexpected. Inform the learners that they will be discussing the difference between the two types of expenses, and in later lessons they will learn how to plan for these expenses. Some of these expected and unexpected expenses are brought about by the services in the community.

ASSESSMENT PROCEDURES

DESCRIPTION

A completion item is used to assess the achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

The learner should list at least three of the following public services.

1. Water company
2. Sanitation
3. Electric company
4. Fire protection
5. Police protection
6. Telephone
7. Parks and recreation
8. Schools

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Name_____

Date_____

Lesson 3

ASSESSMENT ITEM

List three public services needed in a community.

1.

2.

3.

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EXPENSES

LESSON FOUR

CONCEPT

Identification of expected expenses and unexpected expenses

> **PERFORMANCE OBJECTIVE**
>
> *Given a list of expenses, the learner will identify those that are expected expenses and those that are unexpected expenses.*

LESSON TIME

90 minutes

NEW VOCABULARY

Expense - something that has to be paid for

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Game Cards	
Game Cards Key	
Instructor Game Card Rules	
Learner Game Card Rules	
Assessment item	

Instructor Preparation Tasks

Duplicate one set of the *Game Cards* and *Game Cards Key* for every six learners.

Cut out *Game Cards* and place each set in an envelope or secure with a rubber band.

Duplicate one copy of the following items for each learner:

1. *Learner Game Card Rules*
2. Assessment item

Read the *Instructor Game Card Rules* for your information.

Instructional Procedures

INTRODUCTION

Remind the learners that in previous lessons they discussed both public and private services. In the last lesson they planned a new community according to the public and private services needed in that community. They also decided that there are some services which must be paid for. A service or product which must be paid for is called an *expense*.

Explain that some of the expenses for public and private services are planned for by people because they are expected expenses. Some expenses are unexpected because they are not planned for. Explain to the learners that in this lesson they will identify those services and expenses that are expected or planned and those expenses that are unexpected or unplanned.

TASKS

Ask the learners to look at the community service posters they made in the first lesson. Ask them which of these services are expected expenses.

Desired responses:

1. *Grocery store - food*
2. *Clothing store - clothing*
3. *Water company - water*

Ask the learners to name unexpected expenses.

Desired responses:

1. *Hospital - medical care*
2. *Auto shop - car repair*
3. *Television shop - television repair*

Tell the learners that they are going to play a game. This game is concerned with expected and unexpected expenses. Distribute a copy of the rules to each player and review with the class the procedures to follow during the game.

Divide the class into groups of six. Provide each group with a set of cards and one copy of the *Game Cards Key*. Provide time for the game to be played.

SUMMARY

Review the terms expected (planned) and unexpected (unplanned) expenses with the learners. Explain to them that in the next lesson they will decide on the best way to prepare for these expenses.

Assessment Procedures

DESCRIPTION

A completion item is used to assess the achievement of the objective.

DIRECTIONS

The learners will read each item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

1. U
2. E
3. E
4. U
5. E

Name_____

Date_____

Lesson 4

ASSESSMENT ITEM

Place an"E" in front of the items listed below that are expected expenses and a "U" in front of the items that are unexpected expenses.

_____1. John fell from a ladder while painting his house and broke his arm.

_____2. Mr. Jones paid one month's rent on his house.

_____3. Mrs. Anderson bought enough groceries to last her family one week.

_____4. On the way home from school, Donna had a flat tire on her bicycle and had to have it repaired.

_____5. Jack bought ten gallons of gasoline for his car.

INSTRUCTOR GAME CARD RULES

Directions to Instructor:

1. To play the game the class should be divided into groups of six.

2. Each group should choose a scorekeeper. The scorekeeper will receive a copy of the *Game Cards Key*.

3. In this game the learners will identify expected and unexpected expenses by reading a situation on a card. When one learner identifies a card correctly, he/she keeps the card. If the card is not identified correctly, it is returned to the pile. The learner with the most cards at the end of the game is the winner.

LEARNER GAME CARD RULES

Directions to Learners:

1. Six players are needed to play the game. One player is chosen as scorekeeper. The scorekeeper is in charge of keeping score and also in charge of the *Game Cards Key*. The other five players draw cards from the pile of 24 which is placed in the middle of the table.

2. The player with the first birthday of the year in the group will start. The player draws a card and reads it to the group. The player then tells the group if it is an expected or unexpected expense. He also tells the scorekeeper the number of his card. If the learner identifies the expense correctly, he/she keeps the card. If the learner does not identify the expense correctly, the card is returned to the bottom of the stack. The same procedure is followed by the player to the right and continued until all the cards have been played and identified correctly.

3. The scorekeeper looks at his copy of the *Game Cards Key* and locates the number given by the player. The numbers on the key match the numbers on the cards. After each number on the key is the correct answer - expected or unexpected.

GAME CARDS

1. MR. BROWN WAS LATE FOR WORK AND WAS SPEEDING. HE WAS STOPPED BY A POLICEMAN AND WAS GIVEN A TICKET.	2. MRS. MARTINEZ BOUGHT ENOUGH GROCERIES TO LAST TWO WEEKS.
3. JOE'S CAR WAS ALMOST OUT OF GAS SO HE STOPPED AT A GAS STATION AND FILLED UP HIS TANK.	4. BOBBY'S DOG WAS HIT BY A CAR, AND HIS LEG WAS BROKEN. BOBBY TOOK THE DOG TO THE VETERINARIAN AND HAD HIS LEG SET.
5. MR. HENDERSON PAID THE RENT FOR HIS HOME ON THE DAY THE PAYMENT WAS DUE.	6. MRS. IRWIN'S WASHING MACHINE BROKE DOWN, AND SHE HAD TO HAVE IT REPAIRED.
7. MRS. WATSON PAID THE PHONE BILL FOR ONE MONTH.	8. MACK BROKE HIS GLASSES WHILE PLAYING BASEBALL AND HAD TO HAVE THEM REPAIRED.

9. MRS. STEIN CALLED THE PLUMBER TO REPAIR THE LEAK IN HER KITCHEN SINK.	10. MR. LANG PAID HIS YEARLY INCOME TAX IN APRIL.
11. MRS. SMITH PAID THE ELECTRIC BILL FOR ONE MONTH.	12. MIKE WAS DRIVING HOME FROM WORK AND HAD A FLAT TIRE. HE HAD TO TAKE THE TIRE TO A SERVICE STATION TO HAVE IT REPAIRED.
13. MRS. NELSON BOUGHT NEW SHOES FOR HER THREE CHILDREN.	14. BETTY WOKE UP WITH A TOOTHACHE, AND HER MOTHER HAD TO TAKE HER TO THE DENTIST.
15. FRANK PAID HIS MONTHLY RENT ON HIS APARTMENT.	16. MR. HERNANDEZ SLIPPED AND BROKE HIS HIP AND HAD TO GO TO THE HOSPITAL FOR SIX WEEKS.

17. THE DRIVER OF A DUMP TRUCK LOST CONTROL OF HIS TRUCK AND RAN INTO THE BACK OF MISS BROCK'S CAR. SHE HAD TO HAVE THE CAR TOWED AWAY AND REPAIRED.	18. THE MOTOR IN MRS. SULLIVAN'S REFRIGERATOR STOPPED RUNNING, AND SHE HAD TO CALL A REPAIRMAN.
19. MR. JONES PAID THE WATER BILL FOR HIS OFFICE BUILDING.	20. MRS. BLACK PAID THE GROCERY BOY FOR DELIVERING HER GROCERIES.
21. BILL PAID FOR HIS HIGH SCHOOL TEXTBOOKS BEFORE SCHOOL STARTED.	22. TOM WENT ICE SKATING, FELL ON THE ICE, AND BROKE HIS ARM.
23. A SMALL FIRE STARTED IN THE JOHNSON'S HOME AND DAMAGED THE KITCHEN WALLS. THEY HAD TO CALL SEVERAL REPAIRMEN TO REPAIR THE DAMAGES.	24. MR. CURTIS GOT HIS ANNUAL INSURANCE BILL ON HIS CAR THROUGH THE MAIL. HE PAID THE BILL FOR ONE YEAR.

GAME CARDS KEY

1. UNEXPECTED
2. EXPECTED
3. EXPECTED
4. UNEXPECTED
5. EXPECTED
6. UNEXPECTED
7. EXPECTED
8. UNEXPECTED
9. UNEXPECTED
10. EXPECTED
11. EXPECTED
12. UNEXPECTED
13. EXPECTED
14. UNEXPECTED
15. EXPECTED
16. UNEXPECTED
17. UNEXPECTED
18. UNEXPECTED
19. EXPECTED
20. EXPECTED
21. EXPECTED
22. UNEXPECTED
23. UNEXPECTED
24. EXPECTED

PLANNING A BUDGET

LESSON FIVE

CONCEPT

Identification of ways to plan a budget

PERFORMANCE OBJECTIVE

The learner will identify reasons for economic planning or budgeting.

LESSON TIME

90 minutes

NEW VOCABULARY

Budget - a plan for spending money

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Mini-Situation 1	
Mini-Situation 2	
Mini-Situation 3	
Role-Playing Strategy	
Assessment item	

Instructor Preparation Tasks

Duplicate a copy of the following items for each learner:

1. *Mini-Situation 1*
2. *Mini-Situation 2*
3. *Mini-Situation 3*
4. Assessment item

Read the *Role-Playing Strategy* (appendix).

Instructional Procedures

INTRODUCTION

In the last lesson the learners identified expected and unexpected expenses. The card game they played was to reinforce their understanding of both types of expenses. However, in order to pay for expenses the learners must realize that they must budget what they earn. Explain the term *budget* as a plan for spending money. This means they must plan so that they will spend their money wisely.

TASKS

To introduce the need for economic planning, distribute the three mini-situations to the learners. Read each situation to the class and then discuss them with the learners.

Select volunteers to play the roles presented in the situations. After the first mini-situation has been presented, ask the learners these questions.

1. *Why do you think Bill got a job as a paper boy?*

   Desired responses:

   a. *He wanted to earn some money.*
   b. *He wanted to pay back the money he borrowed from his father to buy a bicycle.*

2. *What plan did Bill have to pay his father?*

   Desired response:

   Bill was going to make monthly payments to his father to pay for the bike.

3. *Is Bill planning to budget his earnings?*

Desired response: Yes

Have the volunteers continue to act out the remaining mini-situations. Discuss each situation with the learners after each one has been presented. Ask them questions about each situation.

SUMMARY

Review with the learners the importance of planning a budget and spending their money wisely. Tell them that in the next lesson they will be discussing reasons why it is important to save money and also ways of saving money.

ASSESSMENT PROCEDURES

DESCRIPTION

A multiple-choice item is used to assess the achievement of the objective.

DIRECTIONS

The learners will read the question and circle the letter in front of the correct response.

KEY

3

Name_____

Date_____

Lesson 5

ASSESSMENT ITEM

Below are four reasons for planning a budget. One is wrong. Which one of the following is NOT a reason for budgeting?

1. Developing good spending habits
2. Knowing where money has been spent
3. Getting more money each month from your job
4. Finding out how much money has been spent

MINI-SITUATION 1

Setting: Nine o'clock in the evening, father and son talking

Mr. Ryan: Well Bill, you've got your first job. I hope that you don't get too tired delivering newspapers at 5:00 a.m. in the morning!

Bill: That's right Dad. I'll probably fall asleep on every block, but I've got to pay you back for that bike you bought for me.

Mr. Ryan: That's right. You'll appreciate that bike a lot more if you make those monthly payments to me.

Bill: I guess I'd better get used to paying bills. It seems that's where a lot of your money goes.

Mr. Ryan: (Laughing) Well not all of it. It just seems that way sometimes.

Bill: (Falling asleep and talking while yawning) Wake me at 4:30, okay?

MINI-SITUATION 2

Setting: Two eleven year-old girls, Betty and Maria, talking at lunch during school

Betty: Have you ever been to Disneyland?

Maria: No, but my aunt says if I save enough money, she'll take me.

Betty: That sounds great! How will you be able to save that much money?

Maria: I can baby-sit for the neighbors, and I've been doing some ironing for my grandmother who lives on the next street. She pays me a little bit every week.

Betty: Boy, you're sure going to have to work hard! How long do you think it will take to earn enough for a weekend at Disneyland?

Maria: Probably about two months because I have a hard time saving all that I earn, but I'll do it.

Betty: Good, I hope so. When you get there, say hello to Mickey Mouse for me!

MINI-SITUATION 3

Situation: (Narrator) Carlos and Alex have been given the responsibility by their teacher of buying supplies and food for the class Christmas party. They are discussing this responsibility as we join them.

Carlos: We have ten dollars from our class savings to spend on the party. How should we use it?

Alex: I guess we'd better decide what to buy.

Carlos: That's a good place to start. Does Mrs. Remos expect us to keep track of where all the money is going?

Alex: You'd better believe it! We had better have a record of every cent spent. She expects us to handle this money wisely.

Carlos: Yes, and the kids in the class probably expect us to do it too.

Alex: Let's get organized and do this job right!

REASONS FOR SAVING

LESSON SIX

CONCEPT

Identification of reasons and ways for saving

PERFORMANCE OBJECTIVES

The learner will name reasons for saving money.

The learner will name ways to save money.

LESSON TIME

Session I - 30 minutes
Session II - 60 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Sample Thank You Letter	Guest speaker
Guest Speaker Strategy	8 1/2" x 11" writing paper
Assessment item	

INSTRUCTOR PREPARATION TASKS

Contact a local bank and ask if a bank officer could come to the class to speak on budgeting and saving money.

Read the *Guest Speaker Strategy* (appendix).

Duplicate a copy of the assessment item for each learner.

Obtain a piece of 8 1/2" x 11" writing paper for each learner to write a thank you letter to the guest speaker. Refer to the *Sample Thank You Letter* included with the lesson.

INSTRUCTIONAL PROCEDURES

SESSION I

INTRODUCTION

In the last lesson the learners discovered the need for a budget in planning how they will spend their money. Explain to the learners that not only should they plan how they will spend their money, they should also plan to save part of their money.

TASKS

Ask the learners to think of some reasons why people save money. List the reasons on the board as they respond.

Possible responses:

1. *Retirement*
2. *Vacation*
3. *Education*
4. *Medical*
5. *Insurance*
6. *Automobile*

Ask the learners to name some things that they might save for:

Possible responses:

1. *Bicycle*
2. *Entertainment*
3. *Pet*

Explain to the learners that in order for people to be able to save some of the money they earn, they must plan for all kinds of expenses. Remind the learners that expenses include expected and unexpected as discussed in Lesson 4.

They learned in Lesson 4 that they can expect or plan for certain expenses, but that other expenses arise that are unexpected. These unexpected expenses make it very important to have savings available.

Ask the learners why it would be important to have money saved.

Desired response:

If an unexpected expense comes up, there will be money available to pay for it.

Ask the learners how many of them have ever saved money. If several raise their hands, inquire as to how they saved their money.

Possible responses:

1. *I put part of my allowance each week into my piggy bank.*
2. *My parents opened a savings account for me at the bank.*
3. *My parents put the money I earned into savings bonds.*

SUMMARY

Explain to the learners that they can save money in a variety of ways. Even if they only have a small amount of money, they can put the money into a savings account in a bank, and their money will earn money or interest. This may be difficult for them to understand so tell them that tomorrow they will have a guest speaker from a bank to discuss budgeting and saving money.

SESSION II

INTRODUCTION

In the first session of this lesson the learners discussed reasons for saving money and also ways to save money. To help them better understand the importance of savings, a guest speaker from a bank will speak on budgeting and saving money.

TASKS

Before the speaker arrives remind the learners that they must be polite and pay close attention to what the speaker has to say. They should take notes so that they can ask questions at the end of the speaker's talk.

Introduce the guest speaker and allow him thirty minutes for his talk. Have his topic written on the board.

Following the talk, have a question and answer period. Allow approximately fifteen minutes for this period.

Following the guest speaker, have the learners write a thank you letter to the speaker. Have them thank the speaker for taking the time to come to the class and discuss savings and budgeting. Also have them comment on what they enjoyed most about his talk.

Review with the learners the proper form that their thank you letter should follow as shown on the sample provided with this lesson.

SUMMARY

In today's lesson (guest speaker's name) spoke to the class about ways to save money. He also gave some hints on how earnings or money can be budgeted. Emphasize to the learners that they should start to consider how they would set up a budget and decide on how much of their earnings could be saved.

From the first few lessons the learners discovered how to prepare for both expected and unexpected expenses. When they become productive citizens in the future, they will be spending their money for their own expenses.

ASSESSMENT PROCEDURES

DESCRIPTION

Two completion items are used to assess the achievement of the objectives.

DIRECTIONS

The learners will read the items and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

1. The learners must list at least three responses. Responses may vary depending on individual background, attitudes, etc.

   Possible responses:

   1. Retirement
   2. Education
   3. Medical
   4. Insurance
   5. Vacation
   6. Automobile

2. The learners must list at least two responses. Responses may vary depending on individual background, attitudes, etc.

   Possible responses:

   1. Savings bond
   2. Savings account
   3. Piggy bank

Name_____

Date_____

Lesson 6

ASSESSMENT ITEM

1. Name three reasons for saving money.

   a.

   b.

   c.

2. Name two ways to save money.

   a.

   b.

SAMPLE THANK YOU LETTER

_____School
415 North First Street
Mesa, Arizona 85201

Dear _____,

I would like to thank you for taking the time to visit our class and speak on budgeting and saving money.

The thing I enjoyed most about your talk was_____

_____

_____

_____

_____

Sincerely,

(Student's signature)

APPENDIX

DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[1] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[2] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[3] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

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[1]Carter V. Good (ed.), Dictionary of Education, (New York: McGraw Hill, 1959), p. 178.
[2]Ibid.
[3]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97.

A. Use of Discussion Techniques[4]

1. To exchange information
2. To form attitudes
3. To make decisions
4. To release tensions

B. Discussion Strategies

1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
2. Prepare a list of questions to be asked, along with typical learner responses. (See Classroom Question Classification Chart.)
   a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
   b. If a variation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.

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[4]J. Jeffrey Auer and Henry Lee Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect other's opinions.
   a. Respect of another opinion means accepting that opinion as a valid belief of another person.
   b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.
5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
7. Make the discussion as informal as possible.
8. Arrange chairs in a comfortable manner, preferably in a circle.
9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
10. The instructor and/or discussion leader should direct the session with enthusiasm.

11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.
12. If a discussion is to have a leader other than the instructor, that leader should be chosen and prepared in advance.
13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.
2. Do not answer too many of your own questions.
3. Vary the approach to asking questions. *Example:* Ask questions to the group. Ask for a volunteer. Ask questions of a particular individual.
4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide

enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.

11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.

b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.

c. The chairman performs the responsibilities as listed in Section C.

d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

question could be requested by the chairman.

2. Symposium[5]

   a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.

   b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.

   c. The symposium is particularly useful as a vehicle for committee reports.

   d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio-visual material to enhance their presentations.

3. Interview Technique

   a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.[6] The

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[5]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction - Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

[6]Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents, and often a question answered by one can be further developed by the other.

e. It is a good practice to have either the

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[7]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, evaluating each one before deciding on

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[7]Brown, Lewis, and Harcleroad, op. cit., p. 313.

the most promising course of action.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion - Debate[8]

a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

c. No effort is made to reach a decision or to recognize common parts of differing views.

d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

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[8]Good, op. cit., p. 312.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

GUEST SPEAKER STRATEGY

Community residents are valuable instructional resources and are usually happy to help the schools. When information for the learners could be better or more interestingly delivered by a resource person, the following items should be considered.[9]

A. Contact the Resource Person

1. If possible, select a person known to be able to make a good presentation.
2. Contact should be made far enough in advance of the presentation to enable the instructor to plan relevant classroom activities. Early contact also gives the guest time to prepare his presentation.
3. Explain the developmental and psychological level of the learners to the resource person. He can use this as well as other information (age, grade level, size of class, etc.) as guidelines for preparation of his presentation.
4. Give the speaker a brief summary of the learner's knowledge about the presentation subject.

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[9] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction--Materials and Methods, (New York: McGraw-Hill Book Co., Inc., 1959), pp. 374-376.

5. Set a time limit for the presentation after discussing it with the speaker.
6. Give the resource person any software (worksheets, etc.) that will be used in conjunction with the presentation. Supply an outline and/or list of questions which describe specifically what the presentation should cover.
7. Describe the media available to the speaker.
8. A description of the classroom sequence prior to and after the presentation might be helpful to the speaker.
9. If appropriate, ask the guest speaker to wear his work clothes or uniform.

B. Instructor Preparation

1. Have enough background information on the speaker to develop a good introduction.
2. Make arrangements to meet the visitor when he arrives at the school.
3. Inform the principal of the speaker schedule and content of presentation. This information should be provided verbally as well as in written form.
4. Arrange for follow-up activities, including writing thank-you letters to the speaker.
5. Some learners should be chosen to take notes on the presentation. Others should be reminded of

listening skills.

6. Make sure all audio-visual material requested by the speaker(s) is available.
7. Provide arrangements for visitors and late arrivals.

C. The Presentation Period

1. After warm-up remarks from the instructor, a previously chosen learner should be asked to introduce the guest.
2. Maintain discipline and decorum.

The community contains a limitless number of opportunities for learning. Among the community resources available are people. Learners seem to respect the opinions of those members of the community who take time from their jobs to speak to them. Therefore, wise use of resource people can enhance almost any classroom instructional unit. A written evaluation of the experience should be prepared and made available for review before another presentation is scheduled.

QUESTIONING STRATEGY

Classroom questions are a typical activity. Questions can be very effective tools when used by an instructor who has planned his questioning strategy. Whether the questioning is done orally or is written, the following considerations could prove helpful.

A. Use of Questions

1. To stimulate student thinking
2. To elicit answers which can be used to check the utility of the instructional process
3. To attract attention to an important segment of a lesson

B. Questioning Strategies

1. The style and form of prepared questions should be determined by the course objective for which the question is written. If course objectives are written in behavioral terms (performance objectives), support questions are much more easily written.
2. The purpose of a question should be determined prior to its being asked.
3. Generally, an instructor should avoid questions that can be answered yes or no.

a. Bloom[10] classifies educational objectives, but questions can also be classified into six different categories ranging from knowledge of specifics to evaluation of theoretical concepts. It is generally considered better to initiate questions that require a judgment, the use of logic, or powers of reasoning. (See Classroom Question Classification Chart)

b. Use hypothetical situations and conditional questions such as What would happen if . . . ? and How could . . . ?

4. It is generally considered best to ask a question and then ask someone to respond rather than choosing someone to respond prior to asking a question.

5. Do not repeat questions. If a question and answer period is planned for a purpose, then all learners should be required to support the session with their undivided attention. Repeating a question will not require the learners to listen.

6. Do not repeat learner answers.

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[10] Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956), p. 18.

a. Encourage the learner to speak loudly and clearly.

b. The instructor may wish to repeat an answer and add or delete essential information in order to stimulate discussion, thought, and/or further learner questions.

7. Incorrect answers should always be treated as incorrect answers, but tact should be used in all such situations. Consider the source of incorrect responses before refuting them. Individual differences require that each response be handled as a unique situation. Some individuals require "soft" treatment; others need a firm response.

8. Answers can be grammatically corrected even though the answer is empirically correct. A spontaneous judgment should be made before correcting the grammatical structure of a learner's response. In some cases, it might be more damaging to the learner to be grammatically corrected than it would be for the group to be exposed to grammatical mistakes.

An instructor can stimulate almost any thought pattern desired by making effective use of questions. Some instructors may be able to spontaneously initiate questions of

quality, but most instructors need to spend time preparing questions and typical responses. Exploring this topic should produce many sources of typical questions and strategies for using them.

ROLE-PLAYING STRATEGY

Role playing is a teaching technique which uses "the act of assuming, either in imagination or overtly, the part or function of another or others."[11] If role playing is the best method of satisfying the objective(s) of a lesson, then the following steps might prove helpful.[12]

A. Use of Role Playing

1. To develop individual confidence
2. To develop group responsibility
3. To practice decision making
4. To show casual behavioral relationships
5. To improve self-concepts
6. To relieve tensions

B. Identifying the Problem - Role playing usually focuses on a problem.

1. The role-playing situation will be readily accepted by the learners if the group identifies the problem to be studied.
2. All facets of the problem should be listed and the problem narrowed or reduced, preferably by the group, before actual role playing begins.

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[11] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill Co., 1959), p. 471.

[12] Fannie R. Shaftel, Role Playing for Social Values: Decision Making in the Social Studies, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), pp. 65-66.

3. After selecting and reducing the problem, the instructor and/or learners need to develop the problem story. The problem story should define the situation and characters in a life-like setting.

C. Warming-up Period - If the learner group participated in the planning of all stages up to this point, then the warming-up period is simply a review before role playing.

1. Acquaint the learners with the problem, the situation, the characters, and the setting. This can be done by reading or telling the problem story.

D. Choosing the Participants

1. Ideally participation should be voluntary.
2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
   a. Allow names to be suggested.
   b. Let those chosen have a part in selecting others.

E. Setting the Stage

1. Help participants become involved by stating

the time of day, talking about facial expressions of the characters, feelings involved, etc. Varying lengths of time should be spent with individual actors, depending upon their age and maturity.

2. Prepare the observers by discussing the major concepts of the problem and the main parts to be played. The observers should be asked to determine whether they think the actors are behaving in a manner true to life. They should also be asked to come up with an idea for a solution to the problem. Help the learners understand why laughing spoils role playing. It is important to emphasize that the way an actor portrays a role has no reflection upon him as a person - he is evaluated for his ability to portray the situation as true to life.

F. Role Playing

1. Time will vary according to the magnitude of the problem.
2. The purpose is to show the problem, not the solution; therefore, stop the action as soon as the problem is viewed.
3. Ask the players to remain on stage to help preserve the scene for the observers.

G. Evaluation the Action

1. Determine if the situation seemed real. If not, determine why not. Ask questions such as: (1) Could this happen in real life? (2) What would you have done in _____ place? (3) What would happen if _____?
2. Discuss possible solutions to the problem and decide which solution is best for most people.
3. If time permits and if it would be beneficial, do further role playing on the topic. Use the same actors, different actors, or the same actors in different roles. The same situation could be replayed, or it could be a continuation of that situation. Perhaps an enactment of what preceded the original situation could be developed.

H. Follow-up Activities - Activities which enhance discussion of the problem and/or solutions to the problem are always desirable. Activities chosen should involve everyone and should be compatible with the age and interests of the group. The following activities are suggestions:

1. Art project
2. Large or small discussion groups
3. Interviews

4. Use of audio-visual materials
5. Field trips
6. Oral or written reports
7. Role playing of same or similar subject at a later date

Role playing is no panacea, but it does offer teachers a technique adaptable to many classroom situations. Role-playing should not be considered an effortless technique, since successful role playing requires a great deal of thought and preparation. Learners and instructors can find role playing a reqarding experience if they prepare and participate.

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